

DOCUMENT RESUME

ED 143 344

IR 005 070

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TITLE Oregon Pilot Retrieval Dissemination Project. Final Report.
INSTITUTION Umatilla County Intermediate Education District, Pendleton, Oreg.
PUB DATE 73
NOTE 95p.
EDRS PRICE MF-\$0.83 HC-\$4.67 Plus Postage.
DESCRIPTORS Administrative Personnel; Case Studies; Delivery Systems; Elementary School Teachers; Experimental Programs; *Information Dissemination; Information Needs; *Information Networks; *Information Services; *Intermediate Administrative Units; Secondary School Teachers
IDENTIFIERS *Umatilla Intermediate Education District OR

ABSTRACT

The Oregon Pilot Retrieval Dissemination Project was one of three state experimental programs conducted in mainly rural areas. The primary objective was to develop a dissemination network, test its effectiveness, and recommend a model for implementation in other states. It was designed to serve teachers and administrators who need access to information and to insure that the information was delivered to them in a useable form. Field agents were employed to meet with prospective clients within designated target areas (districts, counties, or regions); identify their clients' needs and problems; refer these needs to a retrieval staff in the State Education Agency (SEA) who performed computer or manual searches; receive and scan the information; deliver it to the clients; and if need be, help them interpret, adapt, and utilize it in their own settings. Although no formal evaluation is included within this report, an evaluation team determined the program to be successful, particularly since it provided documentation of a joint SEA intermediate service center, local school relationship. A list of requests handled by the project and selected and miscellaneous case studies comprise over two thirds of this report. A summary of the evaluation for the project is also included. (Author/JPPF)

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OREGON PILOT RETRIEVAL

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DISSEMINATION PROJECT

FINAL REPORT

BEST COPY AVAILABLE

Respectfully Submitted to:

.... Mr. L. K. Stanhope, Superintendent
Umatilla I.E.D. - Pendleton, Oregon

.... Mr. George Katagiri, Director
Instructional Technology
Oregon Board of Education
Salem, Oregon

By:

.... Mr. Robert Fussell, Field Agent
Umatilla I.E.D. - Pendleton, Oregon

.... Mrs. Margo Lent, Secretary

Umatilla Intermediate Education District
Pendleton, Oregon

IR005070

FOREWORD

In recent years, educators have been under increasing pressures to change and improve the public schools--to keep abreast of new developments in all educational fields, to make complex choices relating to curriculum and instruction, and to improve their financial and educational accountability. In order to meet these and other responsibilities, it is essential for school people to be among our best-informed professionals. It certainly is true that state, regional, and local education agencies have been literally inundated with educational information and material, scattered in many directions, through many channels without order or plan; much of it is wasted. Therefore:

- a. There is a critical need for regional or statewide dissemination to assure that all teachers and administrators have access to information about all new research and development activities of concern to them.
- b. There is an equally critical need to assure that such information reaches teachers and administrators in usable form. An identified good practice has to be described so that it can be replicated by others before it will be adopted.
- c. Because the most effective communication takes place on a person-to-person basis, a trained cadre of dissemination agents is needed to provide interpersonal communication links in the dissemination network.

The Oregon Pilot Retrieval Dissemination Project's primary objective has been to develop such a system, test its effectiveness and recommend a model for implementation in other states.

Umatilla County IED has consistently provided an atmosphere of leadership for this task. Through trial and error, experimentation, hard work, and openness to evaluation documentation, the extension

agent concept has survived as part of the national model and is an integral part of most new programs. We, here in Umatilla County, can be proud of this accomplishment.

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SECTION I
Overview of 1972-73

Part 1
Field Agent Activities

During the 1972-73 school year, Umatilla IED Dissemination Office processed, through the Oregon Board of Education Retrieval Center, 201 need-oriented requests for information. Subsequently, some 140 requests followed for either microfiche, hardcopy documents or journal articles and were supplied by the Center or Oregon State Library. In addition, on many occasions written information or personal consultation was provided by State Board Curriculum Specialists. For at least one-half of all requests, field agent assistance was offered in an effort to tap other local or regional resources. On one occasion, help was received from as far away as the University of Wisconsin. At all times the agent attempted to maximize personal linkage.

Visitations to negotiate requests or deliver information were made to nearly all individual Umatilla County School Buildings and Administrative Offices. Due to the cyclic nature of the work, (meaning: requests are made in "groups" with often times months between them) several new schools became frequent users whereas last year's big requestors were heard from only occasionally. At any rate, the work load was substantial and demanded full attention of the field agent.

Leadership was provided by the project for two county-wide teacher workshops. Early in the fall, nearly 450 teachers attended "Individualizing Instruction" and evaluated it as excellent. Later on in the winter, "Career Education for Elementary Schools" was not so well received. The upcoming addition of an IED Career Education Specialist should help solve most Career Education problems.

Twice I was asked to help train new project personnel from throughout the nation. A national conference funded by the USOE in Philadelphia included a series of sessions under my direction to identify the role and function of this quote, "new Education Extension Agent." For eight days in March, I assisted Stanford University and the Systems Development Corporation of Santa Monica California in the development and testing of a national training program for Retrieval-Dissemination Staffs. Participants from several states congregated at Stanford for the week's training. My involvement in such endeavors is indicative of highest-level support for what Umatilla IED has accomplished through the program.

This year brings an end to the field agent's existence in Umatilla County both because federal funds were cut and the IED Board of Directors chose not to allocate funds for such a person. However, efforts are being made at the state level to continue research services and, hopefully, some linkage system will be developed with the county's educators. Despite this occurrence and as described in Section II of this report, the goals of the pilot program have been met and Umatilla County educators have made significant contributions to the national emphasis being placed on research utilization for upgrading education. Our records indicate 35 percent of the county's teachers initiated one or more requests and that the project's services were an integral part of the decision-making process in most cases.

Part 2

Requests Received From School Districts

The following is a list of requests received from Umatilla County School personnel, which should provide some insight into the variety of needs expressed by all levels of the educational community.

Each request, of course, was handled individually and surely demanded different retrieval exercises and degrees of field agent involvement.

UMATILLA
INTERMEDIATE EDUCATION DISTRICT
RETRIEVALS

Dr. Bernice Schmidt, E.O.C. Professor

Develop criteria for selecting the best qualified classroom teachers in the last phase of their teacher-training program.

Dick Huston, School Psychologist

Where to purchase a copy of the Parents Attitude Research Inventory and any research measuring reliability and validity.

Buzz Bartron, Speech Therapist

Investigate research on merit-pay-descriptions of where it is being implemented, either successfully or unsuccessfully.

Ronald Morris, Counsellor

Develop a better understanding of hyperactivity in children--especially diagnosis and teaching methods which work best

Ronald Morris, Counsellor

Information on federal funds available to assist in covering costs of field trip to the coast for several days.

Bob Harman, Speech Therapist

Information on two remedial reading programs--Michigan Tracking Program and Hagge-Kirk. A school district wants to purchase for use with special students.

Rodger Wentz, School Psychologist

Best interpretation source for use with Bender-Gestalt and Wisconsin tests.

Rodger Wentz, School Psychologist

Latest research on Bender Visual Motor Gestalt Test as to validity for use as an emotional and perceptual motor indicator.

Rodger Wentz, School Psychologist

Locate a couple of the best diagnostic math tests for grades K-6 in order to help a group of teachers more adequately measure math skill development and increase individualization.

Dick Huston, School Psychologist

An updated bibliography for materials dealing with approaches to individualized reading.

Ken Stanhope, Superintendent of District 16-R

Non-certificated staff salary programs and job descriptions

Marsha Raiha, Speech Therapist

Marsha felt it would be helpful to identify speech disorders in terms of their phoneme analysis--needed samples of tests already developed.

Rob Fussell, Retrieval-Dissemination Specialist

A complete bibliography of ERIC documents on early childhood development.

Tim Waller, Juvenile Counsellor

Is it possible for a juvenile department to design and implement a truancy program which will help kids stay in school? What should be the program's objectives and specifically what steps counsellors should take.

Jackie Raw, NYC Director

Specific guidelines for stimulating discussions among NYC groups without being pushy or demanding.

Sue Duncan, Speech Therapist

Needed to know source for purchasing copies of the Debusk Reading test, teacher's guide and key.

Dick Huston, School Psychologist

Locate a copy of Rotter's Internality-Externality Scale for use in identifying children that lack self direction.

Bob Harman, Speech Therapist

Locate examples of pre-school screening tests which could be administered to five-year-olds in order to identify levels of readiness and pinpoint specific readiness skills each child does or doesn't have.

Rowland Schoras, Speech Therapist

Locate studies focusing on maturation determinants which would affect whether or not a child might develop or mature out of an articulation problem.

Doug Harper, High School Modern Problems

Annotated bibliography of vocational interest inventories on market for purchase.

Nora Lee Holdman, Fourth Grade

Locate tachistoscope filmstrips for purchase appropriate for elementary reading instruction.

Elnora Baker, Seventh Grade

A survey run on 7th and 8th grade English programs for ideas. How are other teachers handling this traditionally boring subject?

Dave Thornton, Music

Information to help students learn to play the guitar

PILOT ROCK RETRIEVALS

Chuck Carris, Librarian

From where a packaged course titled Anthropology 200 could be purchased.

Chuck Carris, Librarian

Career Education A-V materials for placement in the library.

Bill Braniff, Math Instructor

A good diagnostic math test which could be administered to all eighth graders for testing competencies in math and readiness for Algebra.

Don Bense, Elementary Principal

Locate research studies which had been done to measure percentage of factual information actually remembered with respect to total amount learned.

Eleanor Sanders, English

Locate some grammar usage diagnostic tests which could be administered to about ninth graders for screening students with respect to their basic standard English usage competencies.

Ted Murray, Superintendent

Literature describing reading programs that seem to be working at the high school level.

BLUE MT. COMMUNITY COLLEGE
RETRIEVALS

Robert Jenson, Dean at Blue Mountain Community College

Needed a survey of human services curricula developed and being implemented in community colleges for the training of paraprofessional psychiatric aides, social worker aides, and mental health aides.

Carol Warden, Typing Instructor

Models to develop a course entitled, Medical Typing and/or Medical Office Practice.

Carol Warden, Typing Instructor

Descriptions of statistical typing courses offered at community college level in order to develop a course of her own.

George Burton, Typing Instructor

All available information on individualized typing instruction for community college.

Norm Vorvick, Counsellor

Information on approaches for helping the probationary community college student through the counselling center.

Wally Waldman, Math Instructor

Examples of problems at the high school level in math and science areas which could be programmed to the computer.

Wally Waldman, Math Instructor

Literature lists or bibliographies of computerized simulation games which might be available for purchase and use at high school or college level.

Ron Halfmoon, Special Indian Counsellor

Run a general search for literature describing recent trends geared toward Indian Education improvement programs at all levels.

HELIX RETRIEVALS

Doug Harper, High School Modern Problems

Ideas to individualize instruction in the ninth grade Geography in hopes to depart from traditional Geography patterns in an attempt to add relevance.

Max Jones, Math

Teaching manual to guide instruction of students in wiring of house, plug-ins, light sockets, etc.

MC LOUGHLIN UNION HIGH SCHOOL
RETRIEVALS

Don Davis, English

What kind of test do other schools give to exempt students from grammar requirements. Does teaching of grammar really help writing and speaking ability?

Gary Kilburg, Modern Problems

Ideas for use of simulation games in the high school social studies classroom.

Ed Miller, Superintendent

Packets of information focusing on innovative school facilities designed unique to each subject matter area.

Don Davis, English

Follow-up search to grammar instruction request. Wanted Frank Mazzio to call him.

Bud Down, High School Principal

Overview of literature citing curriculum development activities in small high schools and innovative scheduling practices.

Gerald Ewing, Drivers Education

Develop goals and objectives, student activities, and evaluation techniques for Driver-Education program.

Bud Down, High School Principal

Search for scheduling practices set up to facilitate individualizing instruction in high schools.

ECHO RETRIEVALS

Tom Chapman, Superintendent

Locate guidelines for meeting state requirements for Career-Ed. in high school of 60.

Bill Molendyke and Tom Chapman, Modern Problems

Initiation of an individualized packet or programmed approach to teaching the higher sciences.

Florence Zander, Librarian

Information to help in writing a course of study for next year's library science classes.

Florence Zander, Librarian

Models of teacher-aide courses for juniors and seniors supplying necessary skills to assist teachers at all levels.

HERMISTON RETRIEVALS

Jack Jenkins, High School Principal

Wanted Maurice Burchfield to call regarding upcoming social studies adoption and the apparent lack of 'key' guides.

Judy Peterson, First Grade

Locate kits, materials or programs for working with first grade youngsters diagnosed as having low language ability.

John Cermak, Junior High Principal

Interested in updating student personnel policies and wanted to gather descriptions of what others are including in their policies.

Richard Scott, Superintendent

Everything available on middle schools that might help make decisions concerning such organizational settings.

Richard Scott, Superintendent

All research possible and formulas regarding teacher-pupil ratio pros and cons.

Charles Stine, Elementary Principal

Help teachers with curriculum and ideas for integrating elementary math with career education.

Bob Blessinger, Physical Education

Charts or tables developed for weight lifting which equalizes the lifts of different sized boys and information on any new weight training methods.

Bob Brown, Sixth Grade

Studies citing the criteria for determining which students are ready to cope with individualized instruction.

Tom Carlos, Art

Studies relating to the set up of mobile art programs for a collection of small rural high schools.

Betty Parrish, Special Reading

Literature describing how reading was being taught in the content areas.

Betty Parrish, Special Reading

Descriptions of Junior High programs concerning the development of perceptual motor skills--what are others doing for students this age?

Laura Richardson, Librarian

Indices compiled for specific journals (educational) such as "Instructor."

Betty Parrish, Special Reading

Popham Objectives for Geography K-9 and American History 7-12.

UMAPINE RETRIEVALS

Richard Bemis, Science and Physical Education

Information concerning Bio-Ag science fair type projects or where to obtain this information.

Richard Bemis, Sci. and P.E.

First-Aid unit that would include diagrams and instructions for giving artificial respiration, applying sprints, treating cuts and burns, etc.

Richard Bemis, Sci. and P.E.

Sample drug education guides for high school 9-12 and units of instruction for teaching diseases to high school students focusing on awareness and knowledge of the most common devastating diseases.

PENDLETON RETRIEVALS

Gary Yates, Physical Ed. and Drivers Ed.

All ERIC information on Driver Ed. curriculum K-12, bike and motorcycle safety ed. curriculums, subjects related to football, survey information on high school P.E. courses, safety program curriculum K-12.

Jay Pilch, District Career Ed. Director

Set up district-wide career education advisory committee. How should building-level coordinator get the program developed and from where can funds be secured for developing an elementary career education awareness program?

Dick Herbert, Math

Prepare statement for district regarding leave plan for teachers. Should math sequence of Algebra I, II, and Geometry be changed.

Janice Levy, Sixth Grade

Descriptions of programs emphasizing manipulative devices to improve reading ability of upper elementary non-readers. Ideas or materials to purchase for individualized instruction with two non-readers.

Cathie Nye, Librarian

Literature discussing approaches to overdue book situation that could be implemented in a school with 1000 students.

Sally Simpson, Third Grade

Search for science activity materials experiments for third grade youngsters for use within walking distance of the school or classroom. Intent is to "liven up" science class.

Phil Farley, District Social Studies Chairman

Scope and sequence for K-12 social studies program.

Jim Christensen, District Outdoor Ed. Chairman

Explore what's happening with career education in the elementary school by looking through existing program guides and descriptions.

Mary Cole, Fourth Grade

Locate resources and materials appropriate for fourth grade students focusing on contemporary Oregon and Northwest, possibly agriculture, etc.

Bonnie Rada, Kindergarten

(1) Help in selecting which paintings kindergarteners should be exposed to and from where she can get information about picture and its interpretation to children (2) Locate studies which support or criticize feeling that reading is a talent (3) Library books, pictures, etc. and study guides on Lapland.

Bob McMillan, Sixth Grade

Determine whether or not rewards or incentives really affect learning and work output with upper elementary students.

John Blessinger, Physical Education

What time allowances should be designated for each P.E. activity-- extract from ERIC microfiche of how others assign time blocks.

Carolyn McMillan, Fifth Grade

What is literature now saying concerning pros and cons of ability grouping in the elementary school reading class and cite different ways or types of ability groups.

Margaret Booth, Second Grade

Develop household drug unit focusing on helpful and harmful drugs found in the home.

Linda Lemkau, Fourth Grade

Locate teaching resources, materials, guides and hopefully specific lesson plans for teaching youngsters an activity-oriented experience with photography.

John Blessinger, Physical Education

Locate studies citing importance or lack of importance of motor perceptual programs for elementary youngsters.

Carolyn McMillan, Fifth Grade

Research studies citing comparisons in terms of strict learning between traditional approaches and individualized word list programs and research on spelling instruction for intermediate grade youngsters.

Jim Christensen, Outdoor Education Director

Locate guides or resource materials focusing on animated cartooning with applications for youngsters in upper elementary grades.

Linda Lemkau, Fourth Grade

Locate all materials and resources available which may be appropriate for teaching Northwest History--explorers, missionaries, and pioneers.

Ellen Graham, Fourth Grade

Information on career awareness or education to help put together a research for a masters degree and also to build a background to use in teaching.

Joe Cole, Elementary Principal

(1) How is industry training their people to change to metric system? Have they developed training programs? (2) Locate instructional packages appropriate for teaching elementary youngsters the metric system. (3) Does ERIC contain descriptions of how other elementary schools are handling this situation.

Judith Anderson, Kindergarten

Locate units of instruction in the area of listening--possibly listening games would be a good direction.

Denny Evans, Industrial Arts

Locate descriptions of work experience programs for junior high students and run a computer search for innovative approaches to helping unmotivated underachievers through the shop and crafts area.

Joe Cole, Elementary Principal

Suggest new Christmas plays for appropriate grade levels.

Evelyn Eichner, Special Education (Elementary)

Update approaches and techniques for working with emotionally disturbed elementary children.

Joe Cole, Elementary Principal

Copy of recently-published Jencks report out of Harvard Center for Educational Research.

Guy Delamarter, Counsellor

Descriptions of counselling programs, especially high school level.

Jay Pilch, District Career Ed. Director

Ideas for sequencing industrial arts program in high school.

Eva Shold, Eighth Grade Social Studies

More relevance for eighth grade social studies--issues in which this age group is more interested.

Bud Neal, Superintendent

Definition of Delphi Technique

Rodney Rogers, Elementary Principal

Study based on reviews of 140 drug education instructional materials done by the National Coordinating Council on Drug Education.

LeRoy Springer, Physical Education

(1) Complete bibliography of sources for information describing health occupations (2) bibliography of resources--films, books, etc. for teaching unit on health services occupations.

Fred Elligson, Sixth Grade

Curriculum for using hand tools to build small wood projects in the classroom--curriculum guides from other elementary schools in Oregon.

Guy Delamarter, Counsellor

Complete descriptions of guidance and counselling services offered in school districts, both elementary and secondary.

Vern Willcox, Sixth Grade

Publications on books comparing employee benefits of school districts and private business operations.

Vern Willcox, Sixth Grade

Guidelines for setting up unit of instruction to help students understand their city governments.

Val Bates, Elementary Principal

Information regarding depatures from traditional playground equipment.

WESTON RETRIEVALS

Cathy Coe, Fifth Grade

How can students be introduced into a team-teaching classroom with the least frustration and problems. Also, information regarding team-teaching situation in the classroom.

Tom Howard, English

Teaching methods for spelling and vocabulary including creative ideas, exercises and guides.

George Gottfried, High School Social Studies

Sample or model course descriptions, bibliographies, innovative ideas for semester history courses.

ATHENA RETRIEVALS

Kay Bills, Primary

Ideas to implement in "learn about what your kids do in school night." Help in making parent nights more beneficial.

Cathryn Mc Lean, Librarian

Examples of how behavioral objectives are written at high school level for the affective domain.

Kay Bills, Primary

Behavioral objectives written for K-3 on math--especially interested in evaluation criteria.

Kathy MacGregor, Art

Popham objectives for art--such things as ceramics, sculpture, drawing, painting and art history.

Kathleen McCullough, Librarian

Bibliographies containing materials, research, and instructional programs.

Cathryn McLean, Librarian

Send Popham objectives collection for any subjects related to high school level literature--such things as Modern Literature, Indian Folk Lore, American West, American Literature.

Steve Pyle, Music

Descriptions of how pop and contemporary music are being effectively used in junior high and high school music classes.

Steve Pyle, Music

Approaches to teaching vocal music in grades 1, 2, and 3.

Robert Bills, English

Descriptions of how other schools inside and outside of Oregon are handling citizenship courses.

Tricia Boylen, English

Literature discussing alternate uses of traditional grading system or a search on grading trends and procedures in high schools.

Tricia Boylen, English

Descriptions from ERIC regarding applications of the short story as a course for juniors and seniors. Also, any names of other Oregon high schools doing superb job with short story.

Charles Simpson, Superintendent and Principal

Behavioral objectives for high school Business Law

Mary Jane Fehrenbacher, Home Economics

Identify Oregon high schools to contact directly that are doing a good job in family-life course, descriptions of family-life programs dealing with marriage and family, etc.

Cathryn McLean, Librarian

Individualized reading in high school with use of paperback books.

Ken Bills and English Department

Application and use of simulation games in high school English classes.

Ken Bills, English

Descriptions of electives for high school English programs being primarily interested in goals and objectives written for such specific elective

Tony Villanueva, Spanish and English

Information with respect to offensive football for high school

Russell Snodgrass, Science and Math

Instructional objectives for Math (7-9), Mechanical Drawing (7-12) and Biology (10-12)

Key Bills, Primary

State and Federal guidelines that must be followed by a private individual who wants to set up a day-care center in his home or church.

Florence Gilliland, Typing

Define term individualized typing--how can such a class be set up and what kinds of materials and grading procedures should be used.

Nolan Ferguson, Social Studies

Locate any books of "Readings" containing short narratives on topics related to Sociology or Social problems.

MILTON-FREEWATER RETRIEVALS

Lou Morello, Elementary Principal

Studies done evaluating the Distar approach to reading instruction and research supporting the fact that individualized instruction in terms of outcomes for students is better than the one method for everyone approach.

Phyllis Becker, Seventh Grade

New approaches to teaching traditional study units--Asia, Africa, Europe, Pacific Islands, etc.

Roger Jorgensen, Elementary Principal

Descriptions of successful individualized math programs, grades three, four, and five.

Duane Plyter, Eighth Grade

Information on merit pay plan for implementation. (1) Descriptions of successful merit pay programs (2) Formal evaluation documents used to determine merit (3) What constitutes meritorious service in the teaching business.

Jane Iverson, Sixth Grade

Overview of career awareness activities appropriate for sixth grade students.

Lou Morello, Elementary Principal

Overview of career awareness activities appropriate for sixth grade students.

Duane Plyter, Eighth Grade

Information regarding inquiry approach to social studies for seventh and eighth graders. (1) What would a typical unit look like? (2) What format or model is available for teachers to follow?

Lou Morello, Elementary Principal

Information for use in writing continuous progress vocal music scope and sequence for grades 3-8. (1) When should students start a group and/or individual singing, note reading, etc. (2) What are other schools doing? (3) What do music specialists suggest is a good scope sequence?

Larry Givens, Third Grade

Develop instructional unit on banking appropriate for third and fourth graders.

STANFIELD RETRIEVALS

Ken Manns, Elementary Principal

Locate and individualize Language Arts program. Survey kits emphasizing such skills as oral communication, listening, writing & composition for grades K-6.

Roy Carriker, Counsellor

Studies done making recommendations concerning the counsellor's role and how he can best help students when there is a problem in the family such as divorce of parents.

Ken Manns, Elementary Principal

Behavioral objectives, student activities and available criteria in areas of oral communication, listening, and writing.

UKIAH RETRIEVALS

Pete Hendricks, Social Studies Librarian

Put together unit of study for eleventh and twelfth graders centering around stock market.

Charles Hitz, Science

Purchase of complete individualized packaged Algebra I course.

Tom Rager, Seventh and Eighth Grades

Locate instructional guides or learning packages citing objectives, student activities and evaluation criterion for teaching thinking skills.

Connie Bays , Fourth , Fifth, and Sixth

Christmas plays for grade school (1-8) for use in one major production.

Tom Rager, Seventh and Eighth Grades

Follow up to zero in on organizational structure for teaching thinking skills.

Dave Obert, Superintendent-Principal

What does research say will be the most significant changes in the educational system in the next 15-20 years.

Dave Obert, Superintendent-Principal

Write goals for school district--provide goals (statements) and come up with typical list of goals.

Charles Hitz, Science

Variety of science LAP's for use in teaching next year's general science course.

MORROW COUNTY RETRIEVALS

Ernie Teal, Curriculum Director

Strengthen and improve Home Ec curriculum--information on:
1. candle making 2. tole painting 3. decoupage 4. macrame
5. European cooking.

Ernie Teal, Curriculum Director

Follow up to Home Ec request--search for high school-level Home Ec curriculum guides.

Ernie Teal, Curriculum Director

Search for policy guides or statements governing the counselling programs in school districts--both district level policies and building level policies.

Ernie Teal, Curriculum Director

Process for teachers to secure copyright or patent on innovative teaching materials developed in the classroom.

Dale Conklin , Social Studies

Locate individualized, programmed instructional materials to purchase for next year's U. S. History classes.

Pauline Miller, Reading Teacher

ERIC document, "How to Help Your Child Read" and information on how parents can help their children learn to read at home.

Part 3
Selected 1972-73 Case Studies

REQUESTOR: Rodger Wentz, IED School Psychologist, for Echo School District Superintendent, Elementary Principal and teacher.

NEED: While working with some elementary teachers, this school psychologist learned of their desire to locate or develop a diagnostic and prescriptive system for basic arithmetic in the elementary school (K-6). The intent was to measure each individual student's skill level and provide instruction where needed regardless of grade level.

RETRIEVAL ACTIVITIES:

1. Have conducted several computer searches during the past two years citing programs ranging from IPI to teacher-made tests.
2. Contacted Jay Greenwood, State Department Math Specialist and frequent ERIC user, who recommended the best he's located.
3. Contacted Media Research Associates regarding availability of a new management system.

FIELD ACTIVITIES:

1. With the blessing of Mr. Wentz, contact was made directly with the school district personnel involved.
2. On two different occasions information regarding several possible approaches was delivered and interpreted by the agent.
3. After a selection was made, the agent contacted product suppliers and helped secure appropriate materials.
4. Agent contacted other school districts who had in the past expressed needs of a similar nature.

ACTION:

1. The school district has purchased a K-6 system for evaluating, diagnosing, and managing basic math instruction K-6.
2. After study, they also acquired the 7-9 program.
3. This summer plans will be made for implementation next school year. This district now feels confident it can meet individualized student needs regardless of grade level. Continuous programs (K-9)
4. Two other districts have also purchased this management system for next year. The State Math Specialist conducted a one-half day workshop in the county at the suggestion of the field agent.

SUMMARY:

The most significant outcomes of this encounter are:

1. A system has been set up for individualizing instruction in mathematics.
2. Major changes in teacher behavior will result in better instruction.
3. I expect this attitude in math will carry over to other subjects.

December 12, 1972

To: Roger Wentz
From: Rob Fussell
Subject: Diagnostic Math Tests

The following is a summary of my phone conversation with Jay Greenwood, OBE specialist, regarding your request for diagnostic math tests. He emphasizes there are many good tests and that the six described are quite representative.

1. Noonan Spradley Diagnostic Program of Computational Skills, 1970. Available from: Allied Educational Council Distribution Center, P. O. Box 78, Galien, Michigan, 49113. He says this test is narrow in scope but excellent for diagnosing computational skills; it doesn't deal with mathematical understandings.
2. Stanford Diagnostic Arithmetic Test, 1969. Available from: Harcourt-Brace and World, Inc., New York, New York. Level one is for grades two through four and level two is for grades four through eight.
3. Stanford Early School Achievement Test, 1969. Available from: Harcourt-Brace and Jovanovich, Inc., New York, New York. Appropriate for grades K-1; a good test for incoming first graders.
4. A Test of Understandings of Selected Perceptions of Number Systems. Available from: Bureau of Educational Studies and Testing--Bulletin of School of Education, 1966, Indiana University. Primary form is restricted to grades one and two. This is a comprehensive diagnostic test of computational skills, mathematical understandings, and concepts.
5. A Test of Arithmetic Principles. Elementary form, eight years and older. Same address as above, 1965.
6. Basic Arithmetic Skills Evaluation (Base). Available from: Media Associates, 1735 Twenty-third Street Southeast, Salem, Oregon, 97310. This test sells at \$149 and was developed by Oregon Educators under the direction of Vernon Hood of Portland Community College. It lists behavioral objectives for math skills one-six. There are 16-25 objectives per grade level with three test items per objective. A graph is used to continually monitor learner competencies. Further, this test is cross referenced to every major math text book. Jay highly recommends this test.

He recommends there are two excellent books available which will help schools better individualize math programs.

1. A Guide to the Diagnostic Teaching of Arithmetic by Fredrica Reisman. Available from: Charles E. Merrill, Columbus, Ohio, 43216. 1972.
2. Fabrics of Mathematics. Available from: Creative Publications,

Roger Wentz

2

December 12, 1972

Los Angeles, California. This book identifies instructional objectives and many math activities, games, etc. Jay feels the games could be placed on job cards and used very effectively as math-lab experiences for children.

R.F.

RF:ml

OREGON BOARD OF EDUCATION RETRIEVAL-DISSEMINATION CENTER
942 Lancaster Drive NE, Salem, Oregon 97310
AREA SPECIALIST INFORMATION REQUEST

Nov 3, '72

Name Rodger Wentz Area Specialist Proj. No. _____
Title Mental Health Worker Phone No. _____ School IED
Street Address _____ City Portland County Multnomah Zip 97201

IDENTIFY MAJOR TOPIC AREA Diagnostic Math Tests

Examples: Team Teaching - Non-Graded Schools - Curriculum Development (Social Studies, English, Math) - School Design - Bond Issues - Budget/Fiscal Policy - School Administration - Teaching Methods - Instruction Material - Education - Psychology.

INTEREST LEVEL - CHECK ONE OR MORE

☐ Preschool	☒ Grade 6	☐ Research
☒ Kindergarten	☐ Grade 7	☐ Concepts - Theories (Trends, Ideas, Conference Papers)
☐ Special Ed.	☐ Grade 8	☐ Methods - (Models, Plans, Criteria, Formats, Program
☐ Grade 1	☐ Grade 9	☐ Guides, Guide Lines, Techniques, Manuals, Teaching
☐ Grade 2	☐ Grade 10	☐ Guides and Methods)
☐ Grade 3	☐ Grade 11	☐ Reference - Textbooks, Resource Materials, Dictionaries,
☐ Grade 4	☐ Grade 12	☐ Statistics, Research Reviews, Conference Reports)
☐ Grade 5	☐ Professional	☐ Projects - (Programs, Grants, Program Descriptions)
☐ Other (Identify) _____		

Instructions: Consider the information checked in the spaces above, the major topic area of interest, and the intended use of the information received. Then please write your request in narrative form, giving as much information as possible.

Date and Details of Visit:

Negotiated 2 NOV 72

Requester wants to help a group of teachers
use adequately measure math skills
development to increase individualization

Problem Statement:

What would be considered a couple of the best diagnostic math tests - grades K-6. Tests to determine specific areas of weaknesses for remediation and would have to cover most of the basic concepts in Math. This preferred test would be graded so one could determine if a student is above or below his current grade level or if he's grade 5 in addition or grade 2 in subtraction.

Specific Assistance Requested:

Record of Action Taken:

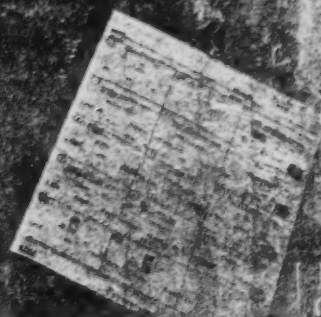
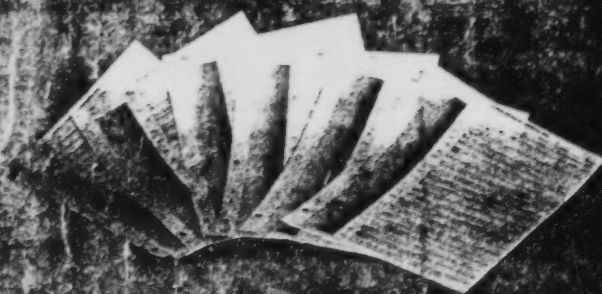
I know we've gone this route before - but
can we help now?

Mary and Hood

BASE

A DIAGNOSTIC AND PRESCRIPTIVE SYSTEM
FOR EVALUATING BASIC ARITHMETIC SKILLS
GRADES ONE - SIX

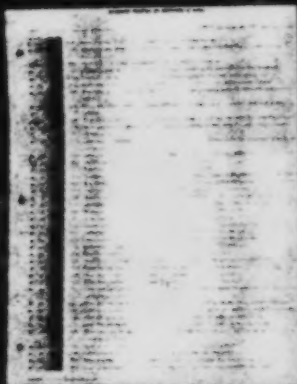
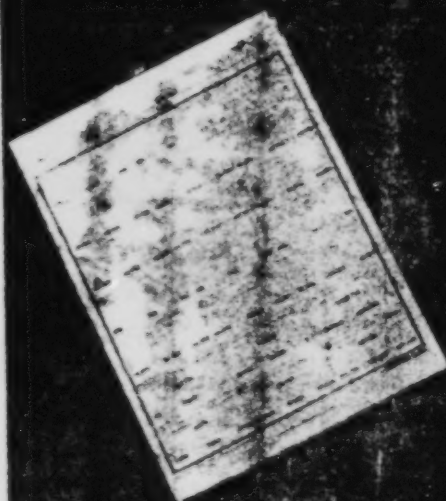
149 00



INTRODUCING BASE II

—By Dr. Lola J. May and Vernon R. Hood

A Diagnostic and Prescriptive System Assessing Basic Arithmetic Skills—Grades 7, 8 or 9.



STUDENT ASSESSMENT SHEETS

diagnose 40 basic arithmetic skills.

The student assessment sheets provide items for diagnosing 40 basic entry level skills that are critical to the students' success in junior high mathematics.

The sheets are quickly and easily scored for immediate use.

The assessment contains 120 items and can be administered in three class periods or in shorter sessions on a page by page basis. There are six pages in the entire assessment.

STUDENT PROFILE SHEETS

provide an individual chart of each student's skills and deficiencies.

The profile sheets give the teacher an individual picture of each student's abilities and deficiencies in the 40 basic skill areas.

The profile sheet then becomes the basis for prescriptive work in

correcting each student's deficiencies and preparing him for successful work at the junior high level.

REFERENCE GUIDE

Provides a complete reference to instructional lessons in 18 basic texts* and supplementary programs. The reference guide contains page references to instructional lessons for each skill in the 5th, 6th, 7th and 8th level of each text listed.

*Addison Wesley; American Book Co.; Ginn & Co.; Harcourt Brace Jovanovich; D. C. Heath & Co.; Holt, Rinehart, Winston; Houghton-Mifflin; Laidlaw Brothers; The Macmillan Co.; Silver Burdett Co.; Singer-Random House; Imperial International Learning; Scott Foresman

BASE II—complete
program \$45.00
 3 Cassettes—35 student tests and profiles
 1 Reference Guide

Replacement Costs:

Student tests and profiles (packet of 35)	\$17.50
Reference Guide	12.50
Cassettes (each)	5.00

**ORDER NOW FROM YOUR
 BASE DEALER
 (LISTED ON REVERSE SIDE)**

BASE II features the use of cassette tapes which provide directions to the student for administering the assessment. This frees the teacher and allows for individual as well as group administration and provides for assessing absentees and new students without taking valuable teacher time.

A second advantage of the cassette is the elimination of reading problems that could affect the results.

OREGON BOARD OF EDUCATION
RETRIEVAL-DISSEMINATION CENTER
942 Lancaster Drive NE
Salem, Oregon 97310

INFORMATION CENTER
n 97310

File

Date 10/26/72
Project No. 72-1467

Dissemination Project No. 72-1467

School Imogene High

City Medford Zip 97502

TO: Roh for
Dick Bernie
FROM: J. Bush
Phone: 378-3566

A.S.
letter , form ☒, person .

No , or was there a go-between?

- ☒ Requested information enclosed
☒ We are stopping action (case closed)
☐ For your information
☐ Reply requested
☐ Reference material (please return by)
☐ Microfiche order enclosed

unit that includes
social organization,
and etc.
Source (Identify)

Abstract Ed 056184, looks like a good one. It should be very useful. Jim Goddard indicates that the Red Cross materials are still the best. He suggests that Dick should contact the Oregon Parks & Recreation Office as they have materials. Sorry this is so late, but I spent too much time in bed.
JB

10/26/72

Material was supplied:

unit (good)
explain

12. Date Evaluation Instrument sent to Requester

White - RD Center Pink - Requester Goldenrod - Area Specialist Canary - O.B.E.

81-581-4601

REQUESTOR: Wisconsin Design (WD) For Reading Skill Development--
Word Attack--CASE STUDY.

NEED: One of the most common teacher requests received by this office during the past two years has been for materials to individualize reading instruction in elementary schools.

RETRIEVAL ACTIVITIES:

The Oregon Board of Education Retrieval-Dissemination Center has:

1. Conducted several computer searches of the ERIC files.
2. Contacted State Department Specialists on many occasions.
3. Written letters to various universities and clearinghouses.
4. Recommended a number of consultants on campuses and in local school districts.

Computer searches consistently retrieved abstracts citing the WD as a validated and well, field-tested management system for individualizing reading instruction. The State Reading Specialist evaluated it as an "excellent approach."

FIELD ACTIVITIES:

September-December, 1972--

1. We evaluated the need for Umatilla County Schools by discussing potential use with principals and teachers.
2. Searched back through files and found many requests have been made for such a management system.

February 1--

1. Decided the need was great enough to justify field agent time be spent learning in depth about the system.
 - A. Discussed plan with Ken Stanhope, I.E.D. Superintendent; George Katagiri, Project Director; and Jack Bech, Retrieval Coordinator.
 - B. They all heartily supported prospective training and endorsed my involvement based on needs present in our county.

February 5--

1. Contacted Dr. Wayne Otto, Director of Teacher Education and developer of the WD. He expressed support and suggested Margo Garton, Corvallis Schools Resource Teacher, could provide necessary training.
2. Arranged a one-day visitation and training session in Corvallis with Mrs. Garton, the only Oregon educator who has been to the University of Wisconsin for training.

February 15 and 16--

1. The entire day was spent studying the Corvallis program and observing its implementation in two schools.

February 28--

1. Received a complete set of materials.

February 28-March 13--

1. As time permitted, studied and prepared a presentation for introducing the WD to educators.
2. Thus far 15 presentations have been made in eight different school districts:

March 14--Pilot Rock: Principal and Special Reading Teacher
March 15--Hermiston: Elementary Teacher, Rocky Heights School
March 16--Milton(Freewater School): Roger Jorgensen, Principal
March 27--Echo: Elementary Teacher, Principal and Superintendent
March 28--Helix: Principal
March 30--Hermiston Schools: Assistant Superintendent
April 2--Ukiah: Superintendent-Principal
April 10--Stanfield Elementary: Language Arts Committee
April 11--Hermiston: Reading committee and West Park Elementary staff
April 18--Ukiah: Elementary teachers
April 19--Helix: Staff

ACTION: It's impossible to predict how many schools will follow through except that all with whom I've visited are planning to purchase at least one set for pilot use next year.

So far:

Hermiston--Elementary schools have purchased several sets of the materials for piloting at different grade levels during next school year.

Echo--School district has purchased a set to study this summer for implementation next year.

Helix--Elementary school has purchased a set for implementation next year. I have worked with them one afternoon "materials in hand" for familiarization purposes.

Pendleton--Assistant Superintendent is planning to order the materials for pilot use in one or more elementary schools next year.

SUMMARY: The actual impact on children in the classroom cannot be measured until at least next year and probably years to come. Implementation of the WD will necessitate many changes in teacher attitudes and instructional goals. This continuous-progress approach to a management system for individualizing reading instruction could be among the most significant of my activities as a field agent in the pilot program.

"NOTE"

Since the above report was written, the following additional action has occurred:

1. Morrow County Schools decided to study the WD after all Administrators and Special Reading Teachers heard the presentation. They've ordered the materials for the summer.
2. Ferndale Elementary School will use the system in this year's summer school and may integrate it into next year's regular program

REQUESTOR: Bill Braniff, Math Instructor

NEED: Improve the testing process for screening 9th grade students regarding their readiness for Algebra and specific general math deficiencies.

RETRIEVAL ACTIVITIES:

1. Contacted State Department Math Specialist, who recommended two tests and provided a bibliography of such diagnostic tools.
2. A manual search of Center information files turned up other bibliographies

FIELD ACTIVITIES:

1. The agent negotiated the need and later delivered materials from which the client selected tests he wanted. Said samples were written for by the dissemination secretary.
2. Contacted a nearby County Curriculum Director, who suggested two tests he'd used for this purpose. Here again, the agent sent for them.
3. Called the Math Department Chairman of the county's largest district, who shared their procedure.
4. Secured tests recommended by Blue Mt. Community College student placement center.

ACTION: The client recieved help from the following:

1. State Math Specialist--bibliographies
2. Morrow County Curriculum Director
3. Chairman, Pendleton District Math Committee
4. Hayes Educational Testing Lab--Portland Prognostic Test for Math (Algebra)
5. California Test Bureau--Algebraic Aptitude Test (8-9)
6. Blue Mt. Community College Math Department and Student Placement Center.
7. SDE Retrieval Center information files
8. This teacher did not have time at this year's end to screen the students who signed up for next year's Algebra class; however, he will administer pre tests chosen from the above at the beginning of next year.

OREGON BOARD OF EDUCATION RETRIEVAL-DISSEMINATION CENTER
942 Lancaster Drive NE, Salem, Oregon 97310
AREA SPECIALIST INFORMATION REQUEST

Name Bill Braniff and Math Department 2-18
Area Specialist Proj. No.
Title Math Teacher Phone No. 443-2911 School Pilot Rock High
P. C. Box BB / Pilot Rock / Umatilla / 97868
Street Address City County Zip

IDENTIFY MAJOR TOPIC AREA Testing Math Proficiency

Examples: Team Teaching - Non-Graded Schools - Curriculum Development (Social Studies, English, Math) - School Design - Bond Issues - Budget/Fiscal Policy - School Administration - Teaching Methods - Instruction Material - Education - Psychology.

INTEREST LEVEL - CHECK ONE OR MORE

☐ Preschool	☐ Grade 6	☐ Research
☐ Kindergarten	☐ Grade 7	☐ Concepts - Theories (Trends, Ideas, Conference Papers)
☐ Special Ed.	☐ Grade 8	☐ Methods - (Models, Plans, Criteria, Formats, Program
☐ Grade 1	☐ Grade 9	Guides, Guide Lines, Techniques, Manuals, Teaching
☐ Grade 2	☐ Grade 10	Guides and Methods)
☐ Grade 3	☐ Grade 11	☐ Reference - Textbooks, Resource Materials, Dictionaries,
☐ Grade 4	☐ Grade 12	Statistics, Research Reviews, Conference Reports)
☐ Grade 5	☐ Professional	☐ Projects - (Programs, Grants, Program Descriptions)
☐ Other (Identify) _____		

Instructions: Consider the information checked in the spaces above, the major topic area of interest, and the intended use of the information received. Then please write your request in narrative form, giving as much information as possible.

Date and Details of Visit:

Problem Statement: Bill wants to get a hold of a good diagnostic math test which could be administered to all eighth graders for testing competencies in math. He's afraid they're channeling students into algebra who really are not ready; moreover, he'd like to know exactly where they are deficient.

Specific Assistance Requested: Jay Greenwood, please recommend one or two good ones.

Record of Action Taken: His principal has asked him to develop such a test, but he feels "Why reinvent the wheel?" Why not borrow someone else's?

REQUESTOR: Lou Morello, Elementary Principal

NEED: Music program scope and sequence models

RETRIEVAL ACTIVITIES:

1. Conducted an ERIC search
2. Loaned materials from center's collection
3. Contacted State Department Specialist who supplied a few documents (see attached list)

FIELD ACTIVITIES:

1. Negotiated need, transformed and delivered materials
2. Called Eastern Oregon College Music Department for help

ACTION:

1. The materials supplied did not contain model scope and sequence, however, were studied and considered valuable.
2. This requestor's words were, "I think I'm beginning to get a handle on it!"

REQUESTOR: Ellis Neal, Superintendent/Clerk, Pendleton School District

NEED: Must have a short, concise definition of the Delphi Technique in preparation for a board presentation. Rush

RETRIEVAL ACTIVITIES: The retrieval specialist conducted a rush, manual search and within two days supplied an excellent two-page citation.

FIELD ACTIVITIES:

1. Messenger boy.
2. Sent Xerox copies to three other educators who had expressed interest.

ACTION: This superintendent received exactly what he wanted in two days, used the information in preparation for a board meeting and was very pleased.

FUSSELL 1-26-73

OREGON BOARD OF EDUCATION RETRIEVAL-DISSEMINATION CENTER
942 Lancaster Drive NE, Salem, Oregon 97310
AREA SPECIALIST INFORMATION REQUESTName Lou Morello31-2

Area Specialist Proj. No.

Title PrincipalPhone No. 938-3781School Central Elementary306 West Second
Street AddressMilton-Freewater / Umatilla
City County197362
ZipIDENTIFY MAJOR TOPIC AREA Music Curriculum

Examples: Team Teaching - Non-Graded Schools - Curriculum Development (Social Studies, English, Math) - School Design - Bond Issues - Budget/Fiscal Policy - School Administration - Teaching Methods - Instruction Material - Education - Psychology.

INTEREST LEVEL - CHECK ONE OR MORE

☐ Preschool	☐ Grade 6	☐ Research
☐ Kindergarten	☐ Grade 7	☐ Concepts - Theories (Trends, Ideas, Conference Papers)
☐ Special Ed.	☐ Grade 8	☐ Methods - (Models, Plans, Criteria, Formats, Program
☐ Grade 1	☐ Grade 9	Guides, Guide Lines, Techniques, Manuals, Teaching
☐ Grade 2	☐ Grade 10	Guides and Methods)
☐ Grade 3	☐ Grade 11	☐ Reference - Textbooks, Resource Materials, Dictionaries
☐ Grade 4	☐ Grade 12	Statistics, Research Reviews, Conference Reports)
☐ Grade 5	☐ Professional	☐ Projects - (Programs, Grants, Program Descriptions)
☐ Other (Identify) _____		

Instructions: Consider the information checked in the spaces above, the major topic area of interest, and the intended use of the information received. Then please write your request in narrative form, giving as much information as possible.

Date and Details of Visit: Discussed 1-26-72 in building.

Problem Statement: Lou wants to write a continuous progress vocal music scope and sequence for grades 3-6. For example, when should kids start group and/or individual singing; note reading, etc.

Questions: 1. What do music specialists suggest is a good scope sequence? 2. (ERIC) What are the other schools doing?

Specific Assistance Requested:

Record of Action Taken:

TO: Lou Morello
FROM: Rob Fussell
DATE: February 26, 1973
SUBJECT: Music Instruction

Jack Bech, Dissemination Retrieval Coordinator, recently spent some time with the State Music Specialist, Del Aibescher, to discuss your music request.

Enclosed are materials Del felt you may find useful:

1. Guidelines to Music Education in Oregon
2. Self-Evaluation Checklist for School Music Programs, Administrators Form
3. Self-Evaluation Checklist for School Music Programs, Primary Grades 1-3
4. Self-Evaluation Checklist for School Music Programs, Intermediate Grades 4-6
5. "Books That Harmonize With Elementary Children" Brochure announcing music TV programs. Chuck McCullough previewed one and feels they have excellent potential for classroom use.

Information from the computer will follow in a couple weeks.

R. F.

ml

OREGON BOARD OF EDUCATION
RETRIEVAL-DISSEMINATION CENTER
942 Lancaster Drive NE
Salem, Oregon 97310

INATION CENTER
n 97310

T

Date 2/2/73
Project No. 73-193

73-193
Dissemination Project No.

/ School Central Elem.
Castella 1 97862
nty Zip

TO: Rgh for
For Morella
FROM: J. Buck
Phone: 378-3566

— A.S.
letter —, form ☒, person —.
No ☒, or was there a go-between?

- ☐ Requested information enclosed
☒ We are stopping action (case closed)
☒ For your information
☐ Reply requested
☒ Reference material (please return by 2/26/73)
☐ Microfiche order enclosed

progress, scope +
music, grades 3-8.

urce (identify) R-D files

2/73 ^{R-D}

rm material was supplied:

in. OR 002229.
document from Oregon
Explain document 2/26/73

I have a computer search in
on his question regarding vocal
music - scope - sequence but
probably won't get anything.
Sending this as a possible help.
Please return by 2/26/73

JB

81-581-4605

12. Date Evaluation Instrument sent to Requester _____

Letter - Sent

White - RD Center Pink - Requester Goldenrod - Area Specialist Canary - O.B.E.

81-581-4601

pen.

REQUESTOR: Duane Plyter, Milton-Freewater Eighth Grade Instructor.

NEED: Challenged by the school board to study merit pay and recommend a plan for implementation.

RETRIEVAL ACTIVITIES:

1. Provided a bibliography of all ERIC documents--microfiche, etc.
2. Loaned several publications from the retrieval center's library.

FIELD ACTIVITIES:

1. Negotiated need and contacted NEA for current research and samples.
2. Transformed and delivered retrieval materials on several occasions.
3. Secured additional materials suggested by NEA
4. Secured copies of 50 teacher evaluation plans from Oregon districts including all existing merit plans.
5. Informal follow up.

ACTION:

1. All materials were dispersed among members of the district committees. They were studied and have guided committee action.
2. A summary of research has been compiled.
3. Teachers, parents, and administrators have been surveyed for opinions and feelings.
4. Final reports and recommendations are pending.
5. Our dissemination project was the sole information source for this requestor.

FUSSELL

OREGON BOARD OF EDUCATION RETRIEVAL-DISSEMINATION CENTER

942 Lancaster Drive NE, Salem, Oregon 97310

AREA SPECIALIST INFORMATION REQUEST

Name Ivana Plyter31-6

Area Specialist Proj. No.

Title Eighth grade teacherPhone No. 938-3781School Central Elementary306 West Second/ Milton-Freewater/ Umatilla/ 97862

Street Address

City

County

Zip

IDENTIFY MAJOR TOPIC AREA

Examples: Team Teaching - Non-Graded Schools - Curriculum Development (Social Studies, English, Math) - School Design - Bond Issues - Budget/Fiscal Policy - School Administration - Teaching Methods - Instruction Material - Education - Psychology.

INTEREST LEVEL - CHECK ONE OR MORE

☐ Preschool	☐ Grade 6	☐ Research
☐ Kindergarten	☐ Grade 7	☐ Concepts - Theories (Trends, Ideas, Conference Papers)
☐ Special Ed.	☐ Grade 8	☐ Methods - (Models, Plans, Criteria, Formats, Program
☐ Grade 1	☐ Grade 9	Guides, Guide Lines, Techniques, Manuals, Teaching
☐ Grade 2	☐ Grade 10	Guides and Methods)
☐ Grade 3	☐ Grade 11	☐ Reference - Textbooks, Resource Materials, Dictionaries
☐ Grade 4	☐ Grade 12	Statistics, Research Reviews, Conference Reports)
☐ Grade 5	☐ Professional	☐ Projects - (Programs, Grants, Program Descriptions)
☐ Other (Identify) _____		

Instructions: Consider the information checked in the spaces above, the major topic area of interest, and the intended use of the information received. Then please write your request in narrative form, giving as much information as possible.

Date and Details of Visit: The Milton-Freewater School Board has requested that a teacher committee develop a merit pay plan for implementation 1973-74. After extensive negotiations, I am convinced such a plan will be written and placed into effect no matter what we say or do. Therefore, let's gather as much information as possible (quantity) then allow them to determine quality. More Problem Statement: specifically, as we see it now, information on the following topics would be appropriate:

1. Descriptions of successful merit pay programs
2. Formal evaluation documents used to determine merit.
3. What constitutes meritorious service in the teaching business?

Specific Assistance Requested: Please tap all possible resources. Also recommend where we should write for information not in ERIC.

Record of Action Taken: Hoping to extract all the good from as many programs as they can study. Then by June 30, 1973 recommend the plan. We have directed a letter to the NEA and provided a copy of Parkrose's Career Recognition Plan and about 50 Oregon Teacher Evaluation Programs.

81-581-4602

OREGON BOARD OF EDUCATION
RETRIEVAL-DISSEMINATION CENTER
942 Lancaster Drive NE
Salem, Oregon 97310

INATION CENTER
1 97310
T

Date 12/19
Project No. 72-1948

72-1948
Dissemination Project No.

TO: Rob
Mr Duane Plytes
FROM: White

School Central Elem
Matella 197862
nty Zip

Phone: 378-3566

- ☒ Requested information enclosed
☐ We are stopping action (case closed)
☐ For your information
☐ Reply requested
☒ Reference material (please return by 9 January, 1973)
☐ Microfiche order enclosed

A.S.
, letter , form , person .
No , or was there a go-between?

The Review of ERIC literature concisely
summarizes and identifies the ERIC
material on Meat Pay - we would have
more material to send out from the
Center; but, people don't seem to
return it on time - That's why the
Medford and Edmonds documents are due
on January 9, 1973 - PLEASE RETURN

Literature on Meat Pay

Source (identify)

imp -

orm material was supplied:

Explain

81-581-4605

12. Date Evaluation Instrument sent to Requester 9

sent OK 000623, OK 000621
also to Ed. Management Service on Meat Pay - 000411

White - RD Center Pink - Requester Goldenrod - Area Specialist Canary - O.B.E.

81-581-4601

January 11, 1973

Edmonds Public Schools, No. 15
3860 One hundred and sixth Southwest
Lynnwood, Washington 98036

Gentlemen:

We would like to secure a copy of your publication, Cold Facts and Red Hot Opinions--Merit Pay.

We would also appreciate receiving any other information describing implementation and/or development of your merit-pay program.

Please bill us for any necessary charges.
Your help is most appreciated.

Sincerely,

Robert Fussell
Specialist
Umatilla IED

RF:ml



NATIONAL EDUCATION ASSOCIATION • 1201 16th St., N.W., Washington, D C 20036 • (202) 833-4000
MRS. CATHARINE BARRETT, President SAM M. LAMBERT, Executive Secretary

December 13, 1972

Mr. Robert A. Fussell, Specialist
Umatilla IED
404 S. E. Dorion
Pendleton, Oregon 97801

Dear Mr. Fussell:

This will acknowledge your letter of December 8.

In response to your request, we are forwarding a collection of materials on merit pay plans. They will arrive under separate cover. Included is a copy of our Research Memo 1971-14. It identifies school districts which reported a merit provision as part of their salary policy.

Please note that the report of the New Jersey State Department of Education entitled Merit Pay: Problems and Alternatives is being sent on a loan basis. It has been marked for return in two weeks. The other items we are sending may be kept for your files.

Sincerely yours,

A handwritten signature in cursive script that reads "Glen Robinson".

Glen Robinson
Director of Research

GR:Kcf

REQUESTOR: Dr. Huston, School Psychologist

NEED: This school psychologist needs copies of recent research on two tests:

1. Parent Attitude--Research Inventory
2. Rotter's Internality-Externality Scale

Both may be used with clients if applicable.

RETRIEVAL ACTIVITIES:

1. Computer searched abstracts were provided from which desired documents were selected.
2. Upon F.A. request, microfiche and hardcopy were supplied
3. A copy of Rotter's Scale was found in the microfiche and printed for the client.
4. A letter was written to Dr. Ina Gordan, University of Florida, who suggested a journal citation including a copy of the PAR I which was photocopied and sent to the client.

FIELD ACTIVITIES:

1. Negotiated need and assumed messenger-boy role between the client and retrieval center.
2. Ordered appropriate microfiche and hardcopy and supplied a microfiche reader.
3. Informal follow up.

ACTION: The tests and research have been studied. Both are being adapted for use with clients in the county.

REQUESTOR: 350-400 Teachers--Workshop on Variety of Needs Commonly Expressed by Teachers.

NEED:

1. Asked by administrators to set up a workshop for teachers dealing with current needs.
2. Informally surveyed teachers for suggested workshop topics.
3. Studied request files to identify most pressing needs

RETRIEVAL ACTIVITIES:

1. Selected possible resource people for each of five workshop subjects
2. Provided linkage with the State Department Title III Director, Don Miller, and secured funds to pay for two resource people--honorarium and expenses.

FIELD ACTIVITIES:

1. Field agent and dissemination secretary provided all leadership, planning, and communication necessary to put on the workshop--everything from arranging for the cookies to paying presenters
2. Conducted evaluation which is best measured by the two pages of teacher comments attached to this sheet
3. Reproduced materials supplied by presenters and distributed to all Umatilla and Morrow County schools

ACTION:

1. 400 area teachers attended the sessions with an overwhelming statement of "time well spent."
2. Throughout the past few months, I've personally seen teachers in many buildings using materials and ideas gleaned from the session.
3. Several requests of the dissemination program resulted from the day's activities
4. So much long-range activity has resulted, it's difficult to cite even a small part
5. The comments section of the evaluation summary pretty well summarizes the feelings of teachers attending.

In-Service Schedule

9:15 - 9:30
Coffee and Conversation

9:30 - 9:45
General Session

9:45 - 10:30
Presentation Part I

10:30 - 10:45
Coffee Break

10:45 - 11:30
Presentation Part II

11:30 - 1:00
Lunch - on your own

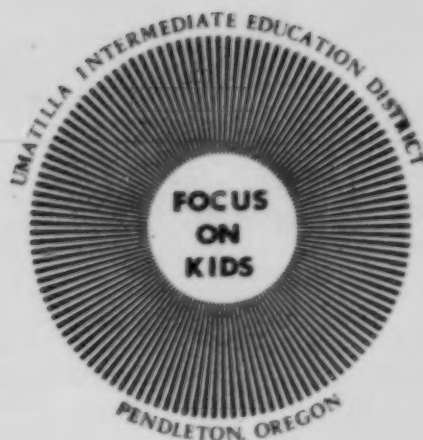
1:00 - 2:00
Presentation Part I

2:00 - 2:15
Coffee Break

2:15 - 3:00
Presentation Part II

The above sessions will be offered concurrently, once in the morning, and again in the afternoon.

There is no registration fee for this In-Service Program.

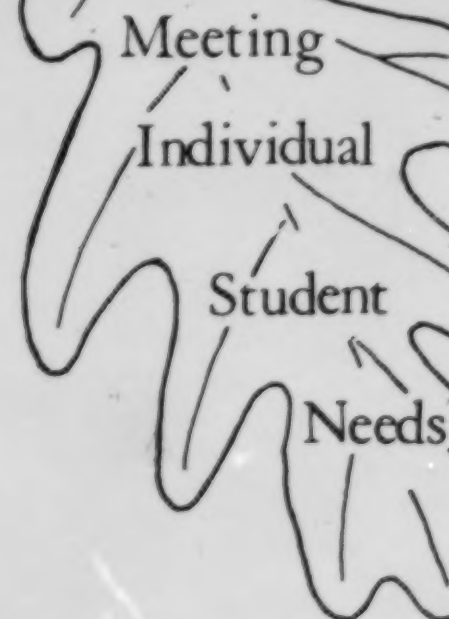


A program designed for the
improvement of instruction

Sponsored by
Retrieval-Dissemination Project
Umatilla County
Intermediate Education District

404 S.E. Dorion
Pendleton, Oregon

276-6616



FALL In-Service Program

October 13, 1972

West Hills Elementary School
Pendleton, Oregon

PRESENTATIONS:

I. CAREER EDUCATION

- a. Garth Davis, Hermiston Career Education Director, will present an overview of Hermiston's program.
- b. Joan Soderstrom, Hermiston Junior High Career Education Coordinator, will focus on the curriculum developed in the past year and being implemented this year, grades 7, 8 and 9.
- c. Arnita Van Gorder, Hermiston Senior High School English instructor, will describe how Career Education is effectively integrated into the subject matter area of English.

II. HIGH SCHOOL READING INSTRUCTION

K. C. Baumann, Sunset High School Reading Teacher, will discuss practical approaches to Reading in subject matter areas.

Morning Session - Practical approach to reading instruction in the high school English class

Afternoon Session - Practical approach to teaching reading in the high school Social Studies class

Some time will be allotted to "What do you do for the student who has no reading problem?"

III. INDIVIDUALIZED INSTRUCTION 1-6

Chuck Barker, Director of the Manzanita Elementary individualized program, will make a four-phase presentation:

- a. Philosophy and over-view of the project
- b. Demonstration and practical exercise with pre and post test instruments
- c. Demonstrate use of learning packages
- d. Highlights of individualized reading program

IV. OUTDOOR EDUCATION

Jim Christensen, Outdoor Education Director, will describe Pendleton's Environmental Education program, demonstrate materials used, and make relevant hand-outs available.

V. DIAGNOSIS IN READING

Sister Bernice Schmidt, Eastern Oregon College Lab School instructor, will demonstrate practical approaches to diagnosis and remediation for kids having trouble in Reading. There will be provided a description of individualized instruction, practical diagnostic techniques, and considerable time will be donated to development and utilization of reading games in the elementary school.

THE ABOVE SESSIONS WILL BE OFFERED CONCURRENTLY, ONCE IN THE MORNING, AND AGAIN IN THE AFTERNOON.

IN-SERVICE EVALUATION

Name _____

Please complete this evaluation form sometime today. The feedback received will help us evaluate the program, and certainly will guide future planning.

175 EVALUATION FORMS RETURNED

1. I attended the following sessions: (TOTAL EVALUATIONS RETURNED)

- | | |
|---|---|
| ☒ Career Education 16 returned
*50 in attendance | ☒ Outdoor Education 30 returned
*65 in attendance |
| ☒ Secondary Reading 11 returned
*30 in attendance | ☒ Diagnosis in Reading 104 returned
*150 in attendance |
| ☒ Individualized Instruction 1-6 124 returned
*150 in attendance | |

2. I feel the sessions: (TOTAL RESPONSES RECEIVED)

- | | |
|--|--|
| ☒ were very helpful 110 | ☒ were of little practical value 3 |
| ☒ were of much practical value 98 | ☒ did not meet my personal needs 1 |
| ☒ met some of my personal needs 68 | |

3. Would you attend similar sessions: (TOTAL RESPONSES RECEIVED)

- | |
|---|
| ☒ again next year 98 |
| ☒ every month or two 18 |
| ☒ 2-3 times per year 57 |

4. Please make suggestions regarding the kinds of workshop experiences you would like to have in the future: —

SEE ATTACHED

5. Other Comments: —

SEE ATTACHED

Thank you!

*Estimated number of persons in attendance

SUGGESTIONS RECEIVED AT OCTOBER 13, 1972 IN-SERVICE

1. Demonstration with lectures
2. More of the same - 7
3. Facilities should have been larger - 6
4. Topic: English for elementary level to improve creative writing
5. Topic: Individualized Math - 10
6. Topic: Physical Education for primary grades, emphasizing relaxation exercises as well as large muscle skill building
7. Topic: New Social Studies curriculum - 3
8. Topic: Elementary Art - 2
9. A rebuttal to the Harvard Report which indicts the schools for failing to have any influence on children.
10. Media display for elementary teachers.
11. Similar type of workshop in other subject areas
12. More time in each area so we can go into more depth - 9
13. Topic: Individualized Spelling - 2
14. Topic: Remedial reading on the junior high level
15. Start earlier or at least on time
16. Have sessions at Blue Mountain Community College; parking space available, better facilities
17. More on individualized programs - 5
18. Practical, useable suggestions - 3
19. More hand-outs - 5
20. Topic: Individualized Science - 2
21. Topic: Language Arts, Elementary Level
22. More on Outdoor Education
23. Topic: Pre-School and Kindergarten
24. Devote a whole workshop to Individualized Instruction
25. Special Education and Techniques
26. More specific in the area of Career Education - 2
27. More doing-type activities - 2

SUGGESTIONS, CONT.

28. Topic: Reading - 4
29. Workshops where useful materials could be made - 2
30. Lots of emphasis on Reading for teachers opening sessions of school
31. Individualized instruction with emphasis on motivation and methods for motivation
32. Workshops stressing practical methods and techniques to use in the classroom are the most beneficial to the classroom teacher
33. A session every month would be great!
34. Suggestions for small schools Career Education
35. More Media Workshop
36. Topic: Dyslexia - recognition and treatment
37. Topic: Minority literature
38. Topic: Elementary Physical Education

COMMENTS ON OCTOBER 13, 1972 IN-SERVICE

"This type of in-service is very meaningful, as it is prepared and given by people who are engaged actively in the teaching profession."

"I teach kindergarten, and this area was not covered. However, I felt the sessions were very interesting with very good presentations."

"These workshops are great for helping us keep abreast of the latest developments, and also to recharge our batteries (which we need oftener than we realize, as my response to this workshop reminds me!)"

"all sessions that I attended were good"

"One of the best I've attended."

"Chuck Barker - individualized instruction was fabulous! Dynamic personality! Sister Bernice Schmidt was also most interesting in her presentation! I had a good day. P.S. I would like a whole day with Sister Bernice - She had some wonderful games on reading, but we didn't have enough time for them."

"not enough room at first session - "

"Great"

"Much thanks!"

"The speakers presented their material well."

"Either of these (Individualized Instruction - 1-6 and Diagnostic Reading) would be great for a two-week summer workshop."

"These are great, but so short that it was hard to get enough valuable information to be able to set up a program such as the Individualized Instruction. Reading Diagnosis was great."

"Very good, but time and space limited for number involved."

"Enjoyed very much"

"Would like to see the A-V workshop presented at another time - so we can attend both."

"On Individualized Ed., I would like more information on setting up and supervising a program, rather than post-testing, etc. Very practical ideas on programming and managing. Chuck Barker is good - especially stressed determining individual needs, but probably didn't have the time to develop managing a program. Jim's program was well prepared and presented."

"Very good" - 3

"Perhaps some debate about the philosophical base on which Career Education is structured would be helpful. We've apparently chosen a direction, and many don't know why. Is it a fad or not?"

"Excellent - Personally valuable and worthwhile experience."

"The meeting this morning was very helpful."

COMMENTS, CONT.

"Excellent"

"Thanks for providing the meetings."

"Session was informative"

"I really enjoyed this in-service. It was a great help to me and very enjoyable."

"I really enjoyed today's meetings."

"Tremendous in-service. Practical - something all can apply."

"Very worthwhile and useful."

"Sister Bernice - this was wonderful, real ideas we can use. Chuck - much material; wonderful."

"Excellent (Diagnosis in Reading) - but more time. You've so much good to give. Your enthusiasm was contagious. Many ideas come even as you talk as to how I can use. Lovely idea to share with your staff of teachers. Wonderful idea for cooperation. Thanks so much."

"Sister Bernice Schmidt's was especially helpful because she gave us materials to take with us."

"Repeat Sister Bernice. Her ideas were so useful and practical. Excellent!"

"The session was too short. This man has much to offer and we would like to know more (Barker)"

"I am retiring, but feel that the above (sessions two-three times per year) would be worth while if staying in teaching."

"Today was more helpful than past in-service programs."

"Good program. Typical Fussell program."

"Slides helpful for visual reference"

"OUTSTANDING!"

"Both workshops were excellent!"

"The two I attended were most practical"

REQUESTOR: Ernie Teal, Morrow County Curriculum Director

NEED: Information to strengthen the Home Economics program in Morrow County (See attached request)

RETRIEVAL ACTIVITIES:

1. ERIC abstracts selected by retrieval specialist from previous computer search.
2. Supplied microfiche documents as needed by requestor

FIELD ACTIVITIES:

1. Negotiated phone request
2. Arranged visitation to Pendleton High School Home Economics Department and attended meeting with requestor.
3. Provided microfiche reader and instructions for use
4. Informal follow up to assess impact and new needs

ACTION:

1. ERIC materials were studied by several teachers and provided background for changes in curriculum.
2. Teachers have written three plans for improving Home Economics in Morrow County.
3. See attached letter

OREGON BOARD OF EDUCATION RETRIEVAL-DISSEMINATION CENTER
942 Lancaster Drive NE, Salem, Oregon 97310
AREA SPECIALIST INFORMATION REQUEST

Name ERNIE TEAL MC-14
Title Curriculum Director Phone No. 559-3123 School Morrow County District
Street Address / Lexington City / Morrow County / 97539 Zip

IDENTIFY MAJOR TOPIC AREA HOME ECONOMICS

Examples: Team Teaching - Non-Graded Schools - Curriculum Development (Social Studies, English, Math) - School Design - Bond Issues - Budget/Fiscal Policy - School Administration - Teaching Methods - Instruction Material - Education - Psychology.

INTEREST LEVEL - CHECK ONE OR MORE

☐ Preschool	☐ Grade 6	☐ Research
☐ Kindergarten	☐ Grade 7	☐ Concepts - Theories (Trends, Ideas, Conference Papers)
☐ Special Ed.	☐ Grade 8	☐ Methods - (Models, Plans, Criteria, Formats, Program
☐ Grade 1	☐ Grade 9	☐ Guides, Guide Lines, Techniques, Manuals, Teaching
☐ Grade 2	☐ Grade 10	☐ Guides and Methods)
☐ Grade 3	☐ Grade 11	☐ Reference - Textbooks, Resource Materials, Dictionaries,
☐ Grade 4	☐ Grade 12	☐ Statistics, Research Reviews, Conference Reports)
☐ Grade 5	☐ Professional	☐ Projects - (Programs, Grants, Program Descriptions)
☐ Other (Identify) _____		

Instructions: Consider the information checked in the spaces above, the major topic area of interest, and the intended use of the information received. Then please write your request in narrative form, giving as much information as possible.

Date and Details of Visit:

Ernie Teal met the office 9/13/74 and made his request.

Problem Statement:

They want to strengthen and improve the Home Ec curriculum. They need information on:

Hand Making
Sewing
Embroidery
Knitting
Canning cooking

They would want similar magazine articles, or information that can be used to instruct from.

They would also like to know what other activities teachers in Home Ec; how course design flow or philosophy - UNIT.

Specific Assistance Requested:

Record of Action Taken:

Requested information High Home Ec to be given.

ORIGINAL REQUEST SENT TO
SALEM

81-581-4602

ROB RUSSELL

OREGON BOARD OF EDUCATION
RETRIEVAL-DISSEMINATION CENTER
942 Lancaster Drive NE
Salem, Oregon 97310

NATION CENTER
1 97310

Date 9/19/72
Project No. 72-1363

TO: Rob for
Emile Fash
FROM: Jack Bush
Phone: 378-3566

- ☒ Requested information enclosed
☐ We are stopping action (case closed)
☐ For your information
☐ Reply requested
☐ Reference material (please return by _____)
☐ Microfiche order enclosed

These abstracts are from a search I made a few days ago on handicrafts. It includes information on units which might meet his needs. The units you mentioned would traditionally fit under Crafts, or art so I'm doubtful that we would get much by searching Home Ec. All the something else if this isn't satisfactory.
JB

72-1363
Dissemination Project No.

School Murray School Dist
Murray 1 97852
nty Zip

A.S.
letter form ☒ per
No ☒ or was there a go-between?

anything the home
to such as a little
name, European looking
source (identify) R-D files

1/9/72
orm materia was supplied:
is print out of good
Explain
is units from

12. Date Evaluation Instrument sent to Requester

Went information on instruction in these and other areas

ORIGINAL FELLOW FOR TO

White - RD Center Pink - Requester Goldenrod - Area Specialist Canary - O.B.A.

81-581-4601

Used

RON DANIELS
Superintendent
ERNEST TEAL
Curriculum and
Special Programs

Morrow County Schools

SCHOOL DISTRICT No. R-1
P. O. BOX 368
LEXINGTON, OREGON 97830

Telephone 988-5125
Area Code 508

May 23, 1973

Mr. Robb Fussell
Information Disseminator
Umatilla I.E.D.
Pendleton, Oregon

Dear Rob:

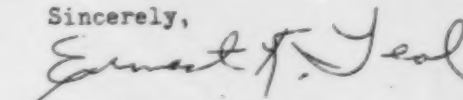
I would like to express my appreciation for your service in providing immediate excellent resource information and materials to myself and the educators of Morrow County.

I sincerely believe that your professional dedication and endeavors have and will be appreciated and followed up. You have, by dissemination of state, national and regional materials, resource people, programs, etc. provided a positive outlook from the certified personnel toward myself and the new position in our district of curriculum coordinator.

You have provided local and regional dissemination of the type not available in Salem, Denver, etc., and without such services, my accomplishments this year would have been reduced considerably.

Thanks again.

Sincerely,


Ernest K. Teal,
Curriculum Coordinator

EKT:av

Part 4

Miscellaneous Case Studies

Requester: Mr. Bill Arkell, Teacher, coach, Sherwood Heights Elementary, Pendleton, through Rob Fussell, Area Specialist.

Topic: Elementary Wrestling. In brief, the request was to help in the organization of an objective-based elementary wrestling program. "What place, if any, does wrestling have in the elementary curriculum?"

Retrieval Activities:

1. The Retrieval Center did an ERIC search through BOCS.
2. The Center also located the top consultant on the west coast in Mr. Dale Thomas of Oregon State University.

Agent Activities:

1. Mr. Fussell worked with a large group of Pendleton administrators and teachers in an effort to identify the problem and to develop it to the point that goals could be set. It was decided to have a workshop with Oregon State University's Wrestling Coach as the consultant.
2. The purpose:
 - a. What place does wrestling have in Elementary School?
 - b. Where are some exemplary programs and how are they set up?
 - c. What specific ideas can be suggested for coaches and administrators to develop a program district-wide?

Action:

The workshop is scheduled, and it will be immediately followed by an intensive systems approach to making some changes to be adopted by the Board and instituted in the schools.

The best is yet to come, but a lot has been accomplished!

Requester - Mr. Bud Neal, Superintendent of Schools, Pendleton through Rob Fussell, Area Specialist.

Topic - He wanted information on and identification of exemplary projects in the development of a community resource file, including data-collecting procedures, forms used etc.

Retrieval Activities:

1. Upon receipt of Rob Fussell's request, we sent to the Boulder center for a search of the topic.
2. BOCS returned an excellent package of hard-copy articles which dealt directly with the development and use of community resource files.
3. We recommended that a good consultant on the topic might be Dr. Bob Kremer of Lake Oswego High School, who had recently developed a community resource file.

Agent Activities:

1. Rob suggested to the Superintendent that the development of a committee made up of staff members, lay people and administrators might prove worthwhile.
2. After screening the BOCS package, Rob decided to present the program described in the literature as being used in Minneapolis, Minn. for consideration of the Superintendent and his newly appointed committee.

Action:

1. The committee adopted the Minneapolis plan as identified by BOCS materials and proceeded to develop the file.
2. Pendleton elementary teachers will have in their hands by September 1, 1971, a community resource file identifying some 200 people, their areas of expertise etc., which they can use to supplement instruction in their classrooms.

Jack Bech - R-D Center

4/15/71

Requester - Several Umatilla County social studies teachers through Rob Fussell, Area Specialist.

Topic - Social Studies teachers want an opportunity to zero in on some identified needs for the social studies in Umatilla county. They are particularly concerned about:

- a. Instructional Priorities
- b. The materials deluge
- c. Professional associations
- d. Accountability

They have asked Rob to search these topics and identify a consultant for input.

Retrieval Activities

1. Retrieval activities consisted of our getting a commitment of time from Jim Ylvisaker, the Oregon Board of Education Social Science specialist to furnish consultant time to social studies teachers in Umatilla county. Ylvisaker agreed to work with Rob Fussell in developing a program in Umatilla county.

Agent Activities

1. Rob in coordination with Jim Ylvisaker and John Jambura of the social science department at Eastern Oregon College, put together a four hour dinner-workshop program in Pendleton on May 20, 1971. The workshop concentrated on the needs earlier identified by teachers.

Action:

1. The workshop concluded with the appointment of a representative of each district to work as a planning committee for future activities and follow-up.
2. A regional social studies council is in the development stage and would include in its membership all interested persons in the region involved in the teaching of social studies.
3. A follow-up inservice program with Eastern Oregon College furnishing consultant expertise will be held at Hermiston in late August and early September.

Jack Bech - R-D Center

12/28/71

Requester - Don Bensel, Principal, Pilot Rock Elementary, through Rob Fussell, Area Specialist.

Topic - He is interested in developing a teacher supervision-evaluation management system based on performance objectives. He has heard about a model used by the Dow Chemical Co. Can we get the model for him.

Retrieval Activities

1. Sent agent the OBE report on "Academy on Educational Engineering."
2. Called Mr. Bill Melching, Dow Chemical Co., Human Resources Development Center, Midland, Michigan. Bill explained the Dow package called RIG's and sent the complete model for our use.
3. Retrieved a BOCS SID on teacher evaluation models.

Agent Activities

1. Rob personally delivered the package and discussed the material with Bensel. They agreed to pursue the RIG's model with the district Superintendent and Teachers Committee.
2. Rob requested a computer search on teacher evaluation models through BOCS.
3. After comparing the Dow Rigs model with others retrieved and sampled on microfiche, the school district decided they would use RIG's as their model.

Action

The Pilot Rock School district through study, committee and board action, has developed an evaluation model based on performance objectives which will be used during the 1971-72 school year. The model incorporates the ideas of the Dow Chemical Co. RIG's model.

Bech - R-D Center

Requester - Mr. Edgar Miller, Supt. of Schools, Milton-Freewater, through Rob Fussell, Area Specialist.

Topic - Mr. Miller has set up a district committee to develop a teacher supervision-evaluation plan for the district. They want pertinent research on the topic in order to study and move forward.

Retrieval Activities

1. Retrieved a BOCS SID on teacher evaluation which contained (45) excellent references on the subject.
2. Sent a sample teacher Performance Evaluation form designed in the Silverton district.
3. Sent Prep #21 on Teacher Evaluation.
4. Suggested 5 school districts with well developed plans.
5. Arranged for Dr. Milt Baum, OBE Director to be used as a consultant to the committee.

Agent Activities

1. Supt. asked Rob Fussell to furnish guidance to the committee.
2. He evaluated the retrieved materials with the Supt. and committee.
3. Rob asked for consultant services.
4. The agent has communicated with the consultant as to his role in the project.

Action

A teacher evaluation workshop has been suggested by the committee and agent. Dr. Baum will act as the workshop consultant. It has been decided that the workshop will be hosted by Milton-Freewater with educators and committees being invited from other interested districts in the county. The workshop date will be October 8, 1971 with Rob Fussell Coordinating the activities. Good example of improvement through sharing.

Bech - R-D Center

Requester: Mr. Terry Carty, teacher Murray Jr. High, Pendleton, Oregon, through Rob Fussell, Area Specialist.

Topic: Mr. Carty has district responsibility for researching differentiated staffing patterns for possible implementation in his school and district at a later date. He will be writing the plan for his Jr. High. He needs current research and guidelines on the topic so he can spend the summer writing the plan.

Retrieval Activities:

1. Sent for and passed on a BOCS "Pet" packet on differentiated staffing.
2. Sent him an OTIS print-out on differentiated staffing.

Agent Activities

Rob Fussell met several times with Mr. Carty and they screened the research package to a workable size. Rob retrieved microfiche on the articles which Carty deemed pertinent. The two men then cooperated in the development of the plan.

Action:

Mr. Carty is presenting his findings and plan for a differentiated staff at Murray Jr. High, to be implemented on a trial basis during the 2nd semester of the next school year. The plan is being presented to the Superintendent and school board at their August 1971 meeting.

Jack Bech - R-D Center

3/15/71

Requester: Don Murray, Superintendent of Schools, Pilot Rock through Rob Fussell, Area Specialist.

Topic: The Pilot Rock District has a high percentage of children lacking perceptual skills development when they enter school. For this reason the Superintendent wishes to deploy his Title I funds beginning in the summer 1971 to solving these problems for children and the resulting failures which they encounter in the primary grades. He has as goals the assessment of perceptual learning needs of preschool and primary students.

Retrieval Activities:

1. We obtained an excellent SID package from BOCS on Perceptual Development programs, K-3. It contained 19 excellent abstracts.
2. Jean Spaulding, OBE Primary Education Specialist agreed to spend three days on sight to assist the Superintendent, a group of teachers and Rob Fussell in reviewing the BOCS search and developing a project plan.
3. Dr. Weems, of Eastern Oregon College agreed to lend his expertise as did the school of education at the University of Oregon.

Agent Activities:

1. Rob Fussell ordered the search, helped with its screening by furnishing microfiche and reader.
2. He asked for consultant help and when they were identified he coordinated their activities with the district.

Action:

A Title I project was written, approved at the OBE, and is operating in the Pilot Rock summer school program. Providing a satisfactory follow through is indicated the project will continue during the 1971-72 school year. The district modeled the program after a Douglas County project which was brought to their attention by the consultant team.

Jack Bech - R-D Center

Project Commentary - Project #70-52
#70-67

12/11/70
12/12/70

Requester: Charles McCullough, Instructional Media Director,
Umatilla IED, through Rob Fussell, Area Specialist.

Topic: ITV Teacher In-Service Programs.

Umatilla county has a closed-circuit television network into all buildings. There are very few locally produced programs. All state network programs are carried on the system. A problem was identified: teachers were not using programs for their grade level. Through talking with administrators, teachers, the state ITV coordinator and early childhood specialists, some specific needs were identified:

- a. Teachers knew little about the programs
- b. Teachers didn't have program guides
- c. They didn't understand their role as TV users

The attitude toward television was at a low ebb. It was decided to use Ripples, a new program for first grade children, as the vehicle to work on these needs. All 50 of the county's first grade teachers participated in the in-service. They were given personal schedules, manuals and direct help from the IMC Director. An early childhood specialist helped to conduct three in-service sessions on television. Also, three in-service sessions were provided that came with the series on how to use the programs. Umatilla IED's experience with this in-service improved the utilization, as most participants indicated they used programs in their classrooms with children all spring.

It's impossible to summarize everything that happened, but it has been carefully documented by the Columbia University people.

Retrieval Activities:

1. Research was done on ITV in-service, and information was retrieved from ERIC.
2. The location of an early childhood specialists who was a first grade teacher with an understanding of first grade children was requested. A superior person was located in the Eugene area.
3. Also located were several evaluation instruments which were forwarded to Umatilla County.

Agent Activities:

1. Mr. Fussell worked with Mr. McCullough to assist in every way possible in the coordination of the program. Had he not been on the scene, the in-service would never have been conducted.

Action:

The most significant action rests in the fact that approximately 1000 Umatilla County children have benefited from one of the best series available dealing with the affective domain. Furthermore, the attitude toward television has improved on the part of administrators and many teachers.

Mr. McCullough, for the first time, has money in his budget to support the expenses of future sessions of this nature. This fall, applying what was learned with Ripples, in-service sessions will be held for several new programs.

DATE: 8/7/72

REQUESTOR: Carolyn Green, Judy Peterson, and Bonnie House

NEED: Develop a pre-school readiness test for administration to in-coming first graders

PETRIEVAL ACTIVITIES:

- (1) Excellent ERIC search - at least fifty good abstracts

FIELD ACTIVITIES:

- (1) Negotiated original need, forwarded request, delivered material, retrieved micro fiche and hard copy of ERIC documents
- (2) Secured several sample tests from the N.W. Regional SEIMC and IED Special Education Department
- (3) Contacted the only School Psychologist in the county, who wrote a letter to the committee on philosophy of pre-school testing. Enclosed the tests he uses and others for consideration

ACTION:

- (1) The test has been developed, and will be used for all in-coming first graders this year. When the Agent was contacted, the committee felt they already had a readiness test developed. However, after surveying the wealth of information, they decided it was time to begin over and do the job right.

DATE: 8/4/72

REQUESTOR: Richard Lewis, Sherwood Heights

NEED: Develop learning packages to improve Social Studies instruction in the fifth grade.

RETRIEVAL ACTIVITIES:

- (1) Computer search of ERIC - many abstracts
- (2) Micro fiche and hard copy
- (3) Book on preparation of learning packages

FIELD ACTIVITIES:

- (1) Negotiated need, retrieved information, transformed and followed through communications step
- (2) Introduced and supplied micro fiche reader
- (3) Arranged a visit for Lewis and another fifth grade teacher to Walla Walla Public Schools, who this year completed their third year of federally-funded project to develop learning packages for elementary Social Studies

ACTION:

- (1) Adapted many learning packages gleaned from micro fiche and visit for use in his classroom
- (2) Requested and received district funding for a summer extended contract to develop packages for use by all fifth grade teachers in the district. This has been accomplished
- (3) Liked the service; has come back many times

DATE: August 15, 1972

REQUESTOR: Oregon State Health Division
Venereal Disease Section

NEED: Oregon being tenth in the nation's V.D. problem (100,000 population), the health authorities were traveling the state visiting with teachers and suggesting teaching strategies - I suggested they get the message to all of our educators at the same time via ITV in all the schools.

RETRIEVAL ACTIVITIES:

1. Requested a computer search for V.D. Education programs
Supplied abstracts
2. Recommended State Board of Health Specialist Len Tritsch

FIELD ACTIVITIES:

1. Arranged for two TV productions:
 - a. Information on VD and how educators can help
 - b. Solicited questions from local districts
2. Answers to questions raised by county educators
3. Reproduced and made V.D. teaching packets available to all interested
4. Solicited the help of County Health Officer

ACTION:

All schools received V.D. teaching packages to help in their instruction. Several districts have taken a stand on making V.D. education part of the health curriculum. The message was made available to all 800 Umatilla-Morrow County educators at the same time. The IED has pre-viewed and purchased appropriate 16 mm films for loan to districts for presentations to PTA's, students and teachers. The State of Oregon secured a special V.D. investigator to be employed full-time, based in Pendleton, to serve local needs, help teachers, and eradicate the problem.

DATE: August 15, 1972

REQUESTOR: Jerald Pitzer, Modern Problems Teacher, Weston, Oregon

NEED: Uses for the newspaper in the Modern Problems classes

RETRIEVAL ACTIVITIES:

1. Computer search for relevant abstracts of available curriculum guides
2. OBE referred me to the Oregonian Education Department

FIELD ACTIVITIES:

1. Negotiated need - retrieved computer abstracts - delivered with explanation
2. Secured appropriate micro fiche, supplied reader
3. Contacted Oregonian Education consultant for help; he made a trip to County

ACTION:

1. Oregonian consultant, Larry McKlung, drove to Pendleton to meet with Jerry and myself. Made excellent presentation and left good publications for classroom use. Together with ERIC materials, many ideas were gleaned for the classroom.
2. Arranged for Mr. McKlung to visit two Pendleton schools and have agreed to help him get scheduled into interested buildings.

DATE: August 15, 1972

REQUESTOR: Rudy Rada, Assistant Superintendent, Pendleton District 16-R

NEED: Gather information on Year Round Schools to assist a goals committee with decisions concerning such a program in Pendleton.

RETRIEVAL ACTIVITIES:

1. Computer search - some very good abstracts

FIELD ACTIVITIES:

1. Negotiated the original need
2. Retrieved abstracts, micro fiche and ordered 10 hard copy documents from the ERIC Document Reproduction Service
3. Referred Mr. Rada to Dick Scott, Hermiston Superintendent, for whom we had previously retrieved similar information. Mr. Scott shared his final report.

ACTION:

1. The committee reviewed the hard copy materials
2. The decision was made that due to decreasing enrollment, such a move would be unwise at the present time - study should continue
3. One of the project's purposes is to assist in decision making. This is a fine example.

DATE: 8/4/72

REQUESTOR: Joan Soderstrom, Hermiston Junior High School

NEED: Research and develop a career exploration curriculum for the junior high school

RETRIEVAL ACTIVITIES:

- (1) Many computer searches
- (2) Much micro fiche and hard copy supplied
- (3) The Oregon Board of Education Career Education Consultants assisted

FIELD ACTIVITIES:

- (1) Met to negotiate original need
- (2) Followed up at least monthly all year to maintain contact between new needs and new resources
- (3) Monitored the use of much micro fiche, and ordered several documents from LIPCO

ACTION:

- (1) Wrote up the career plan, and is implementing this year
- (2) Selected instructional materials for purchase
- (3) From micro fiche bibliographies, contacted schools throughout the nation requesting copies of their career ed developments. Has developed an extensive file
- (4) She recommended the project to the newly-formed elementary career ed committee (presently working)
- (5) We sent two copies of her Master's Thesis to the appropriate clearing house for entrance into the ERIC File

DATE: August 15, 1972

REQUESTOR: Merle Spencer, Central Elementary School

NEED: Revamp the grade reporting system grades 6,7 and 8

RETRIEVAL ACTIVITIES:

1. Computer search for relevant research and samples of grading systems
2. Supplied some sample forms

FIELD ACTIVITIES:

1. Negotiated need - met with the committee several times to deliver information and provide outside perspective
2. Secured sample of grading systems from several Oregon Districts

ACTION:

1. After several months of deliberation, study, meetings with parents, etc., the final draft has been presented to and accepted by the District Board
2. Here again, we were instrumental in the decision-making process

DATE: August 15, 1972

REPORTER: Barbara Rugg, Special Reading Teacher

NEED: A child in the fourth grade severely handicapped, academically and socially - Reading in the pre-primer. Can we locate basic living skills activities to be used by the teacher with this youngster?

RETRIEVAL ACTIVITIES:

1. Computer search "Reading Programs for slow learners"

FIELD ACTIVITIES:

1. Negotiated need and returned retrieved information with explanation
2. Referred her to Pendleton EMR teacher, Fred Elligsen, for ideas
3. Checked back to assess action steps

ACTION:

1. Curriculum materials were purchased
2. She visited Pendleton's EMR School
3. The student in question has been diagnosed EMR and is "happily enrolled" in Pendleton's program.

SECTION II
Evaluation

Part 1
Field Agent Comments

During the past 2½ years, as previously stated, the primary objective of the Pilot Project has been to test the effectiveness of a system based upon computerized storage and maximum personal linkage. The Pilot State Program has reached its goal; models have emerged and are being implemented.

Since the beginning, 35 percent of all Umatilla County educators have made at least one request; often times information was for a committee, making it impossible to cite an exact number of users. The project for the field agent, then, was a four-fold responsibility:

DEVELOP AND TEST THE PRACTICALITY OF SUCH A SYSTEM

Early in the project, presentations describing the service were made to the county's superintendent and principal groups. In addition, communication with every teacher was attempted via the county-wide television system. Personal visits with all administrators followed by many formal and informal discussions with school staffs set the program in motion. It was obvious very early that such a service would soon be in demand and provide information resources far surpassing any past or present endeavors. The pilot counties and other areas of the state, together, have consistently forced the Retrieval Center to capacity output. This test leaves little doubt that tremendous need exists for this network and that many practical linkage systems must be explored.

CONTRIBUTE TO A NATIONAL MODEL

Several states have adapted the Pilot Models and personal linkage is an integral part of most networks. Acceptance of our program at the national level illustrated by involvement in national conferences is another indicator the task was accomplished.

- a. For two national conferences, I moderated sessions on the "role of the field agent in education." Representatives from many states were present and for the first time considered the importance of a linkage system. Later on I was a trainer and direct participant in the development and testing of the Stanford University National Training Model, which is emerging as a guideline for training entire dissemination staffs.

CLOSE THE GAP BETWEEN LOCAL EDUCATORS AND VALIDATED PRACTICES

One out of three educators made direct requests and the major portion of my work was with these requestors helping as needed to facilitate improvement of instruction and decision making. Reports since the beginning, feedback from teachers and observable action steps taken by teachers certainly have proven the value of the project.

I assisted the IED Instructional Media Director with several efforts to use the Instructional Television System (ITV) as a communication tool, especially for teacher in-service.

- a. An existing ITV program was used to help 50 first-grade teachers with proper Instructional Television utilization.
- b. A series of Kettering Foundation films citing current educational trends were broadcast for teacher awareness purposes. Each was followed by a panel discussion.
- c. Mini-Course No. 5, Individualizing Instruction in Mathematics, was offered to elementary teachers. This was its first use on television anywhere in the country and was the first time OSU Graduate Credit was secured in Oregon for a course not monitored by an instructor.
- d. The State Health Division and local County Health Officer helped teachers learn about VD and their responsibilities to students.

In my opinion, before ITV will play the significant role for which it has potential, a Television Director must be added for continuous in-classroom "help for teachers."

In cooperation with the Data Processing Director, efforts were initiated to improve building-level utilization of the Career Information System now receiving substantial use in four districts. Leadership has been provided for a number of workshops requested by teachers.

1. Trends in Social Studies Teaching--Stanford University Team, Gresham High School and Eastern Oregon College.
2. Teacher Evaluation--Oregon Board of Education.
3. Elementary Wrestling--OSU Wrestling Coach.
4. Individualizing Instruction in Math--TV Mini-Course (50 teachers), Far West Laboratories.

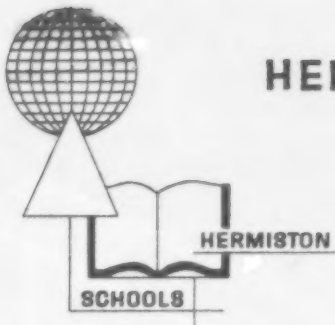
5. Improve VD Education in Schools--televised, Oregon Board of Health.
6. Individualized Instruction--Six county teachers, EOC Instructor, a Sunset High School teacher, and one Grants Pass Program Director.
7. Career Awareness in the Elementary School--Oregon Board of Education.

AMBASSADOR FOR THE IED

The project has given me the opportunity to develop a personal relationship with more Umatilla County Educators than any other IED staff member. In addition, on at least 20 occasions, I have represented the institution and the state of Oregon at conferences, training sessions, and meetings both in and outside of Oregon. At all levels of involvement from Ukiah Elementary School all the way to Washington D. C., I trust my professional and personal characteristics have been commendable and at all times representative of this fine educational institution. I hate to see the IED lose such a level of direct personal involvement with all our school districts, especially with teachers. I feel the following letter from a Hermiston teacher may be an appropriate addition to this evaluation section.

Throughout this pilot effort developmental problems were experienced. Sometimes the field agent provided little assistance, needed information wasn't available, turn-around time was poor, requestors doubted the service, etc., etc. All these and many

more have been documented in a 1000-page summary published by Columbia University Evaluation Team. I guess such is the plight of a Pilot Project, and, hopefully, others will learn from our shortcomings and mistakes.



HERMISTON SCHOOL DISTRICT NO. 8R

HERMISTON JUNIOR HIGH SCHOOL

199 EAST RIDGEWAY AVENUE
HERMISTON, OREGON 97838
PHONE 567-6427

May 18, 1973

Dear Rob:

I have been mulling over what I could say about the retrieval system and what it has meant to me as a teacher and in my work with curriculum. At various times, when I have gone back to school on college campus, I so welcomed the opportunities to find out what was "going on" in the academic and educational research world. It always seemed to me that there was such a barrier or gulf between the practicing teacher in the public schools and the researcher--each going his own way with quite a bit of "n'er the twain shall meet" situation. It seemed so frustrating to me that we - the teachers - had no means of easy or quick access to the research or projects being done in all parts of the country. The retrieval system that you have been involved in has certainly been an answer to this problem. What real value is research or "trial runs" if it all sits filed in a closet?

At first I found the delays in response to requests rather frustrating, but that situation has improved. It does seem important for the information to be retrieved to be kept as up-to-date as possible. I do not know enough about the mechanics of the processes, but in areas like my career education field, current information is important.

I feel that your job of keeping in close touch with the teachers in the field is a very important aspect of the whole system. In my contacts with teachers, I get the feeling that there are a number who could make much more use of this facility. I occasionally run into some who either do not know about the retrieval system or are vague as to how the system really works or what it can do for them. (Most of these are not from this area). Of course, part of the problem lies in the fact that we have teachers who are content to remain in their tracks (ruts?) and are suspicious of such words as "change", "improvement" and are happy to do the same thing over and over as if practice alone will make them perfect. Of all the services that have been offered to teachers directly, I feel that the retrieval system has been the most valuable and hope nothing will happen to it!

Most sincerely,

Joan Soderstrom

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Joan Soderstrom

Part 2

Columbia University Report

SELECTED PORTIONS FROM:

THE USE OF EDUCATIONAL KNOWLEDGE

Evaluation of the Pilot State
Dissemination Program

Sam D. Sieber
Karen Seashore Louis
Loya Metzger

A SUMMARY

Bureau of Applied Social Research
Columbia University
September, 1972

THE USE OF EDUCATIONAL KNOWLEDGE

The Pilot, State Dissemination Program (NCEC, USOE) was undertaken in 1970 as a try-out of an educational extension and retrieval system on a sufficiently large scale to derive guidelines for future projects at the state level. The key elements in the program were the interpersonal linkage role of extension agents and the accessibility to a national data base for educational problem solving.

Three SEA's were selected for the experiment to be conducted in mainly rural areas. One area was a large urban district, however. Two field agents in each of two states and three in the third state were employed full time to meet with prospective clients within designated target areas (districts, counties or regions), identify their clients' needs or problems, refer these needs to a retrieval staff in the SEA who performed computer or manual searches of ERIC, CIJE and other resources, receive and scan the information (in the form of abstracts, micro-fiche, bibliographies or hard copy), deliver it to the clients and, if need be, help them interpret, adapt and utilize it in their own settings--all within as short a time as possible. The technical assistance of the SEA's was also made available to the three projects; and intermediate service centers provided office facilities

for the agents who were not located in single districts. In all, there were seven field agents, three project directors and about twelve retrieval personnel. In addition, a training program for all personnel was designed and operated by the extension division of a border-state university.

Given the experimental nature of the program, a great deal of operational flexibility was permitted and even encouraged. The states were not testing a developed model, but rather were seeking to derive such a model on the basis of trial and error and whatever guidance, knowledge or hunches which emanated from the training program, the evaluation team, the USOE and the literature on educational change. Quite obviously, then, a highly controlled evaluation design was not called for. What was needed was meticulous documentation of inputs, processes and situational factors in order to detect problems, best solutions and differential outcomes. Further, maximum advantage had to be taken of natural variation among states, agents, clients, and types of service. Accordingly, the evaluation employed a host of qualitative and quantitative techniques to keep track of the evolving program. These included field observers who reported on the daily activities of agents and clients, goal surveys at two points in time to monitor the changing objectives of the program, analysis of retrieval records pertinent to all requests structured and semi-structured interviews with all personnel and questionnaire surveys of target and non-target clientele. The surveys of clients were conducted about a year after the program

had commenced. To compensate for the possibly fragmentary nature of the data to be collected in this multi-operational fashion, the field observers were also instructed to prepare case studies of field agents in action. (Vol. II of the report contains some 300 pages of case studies.) In short, the evaluation project adopted a "total" evaluation design in order to examine process as well as outcomes. Finally, because of the developmental purpose of the program, The evaluation team sought to assist personnel by feeding back results as soon as possible in what has come to be known as "formative evaluation."

CONCLUDING REMARKS

It is the judgment of the evaluation team that the Pilot State Program was a highly successful venture--not because it operated smoothly and effectively from the beginning, but because of the way in which a myriad problems were resolved so that a model emerged for future extension and retrieval programs. In particular, the program provided unique documentation of a joint SEA intermediate-service center, local school relationship which promises to extend the voluminous resources of educational knowledge to the classrooms of America. And, although, only passing reference has been made to the case studies of field agents and their clients, these qualitative materials are a rich source of down-to-earth knowledge of the barriers and facilitators of change in local educational settings.

The possible superiority of field agent generalists over subject-matter specialists has large implications for the future structuring of SEA's. And, the high level of satisfaction evinced by local school personnel betokens a new era in SEA-LEA relationships. One final datum from the evaluation underscores the extent of this satisfaction: the great majority of clients in all areas, target and non-target, expressed an intention to use the service again (76 percent in 10 different locales), and approximately the same proportions had already recommended the service to others. Clearly, the Pilot State projects stimulated a widespread demand for new educational knowledge.